

Salt & Watercolor Landscape



Grade Level

2nd Grade

Key Vocabulary

- Absorption
- Hygroscopic
- Physical change

Materials

- UCreate® Watercolor Paper, #P4925
- Lyra® Aquacolor crayons, #L561120
- Prang® Oval Watercolors, #X00800, Prang® Metallic Watercolors, #X80515, or Prang® Washable Watercolors, #X80525
- Prang® Hobby Paint Brushes, #X94005
- Ticonderoga® Yellow #2 Pencil, #X13882
- Water
- Masking Tape
- Cardboard
- Salts (epsom, fine sea salt, course sea salt, table salt, Himalayan pink salt, etc.)

Objective

Students will paint a landscape using watercolors, and add salt to observe how the salt affects the look of the watercolor pigment in their artwork.

Standards

2-PS1-1

Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

2-PS1-2

Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.

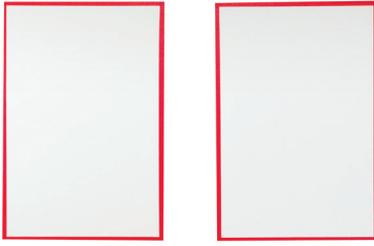
VA: Cr1.2

Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.

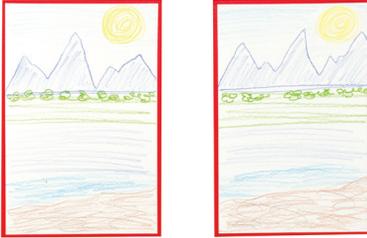
Engagement

1. Ask students to review the three states of matter: solid, liquid, gas. Ask for examples of those three states.
2. Have students brainstorm properties of one of the examples the class came up with in step one. For example, if students said their pencil was a solid, properties of that solid would be things like smooth, hard, not flexible, etc.
3. Show students various kinds of salt (epsom salt, fine sea salt, course sea salt, table salt, Himalayan pink salt, etc.). Ask students if all of these kinds of salts are solid, liquid or gas? Students should concur they are all solids. Next, ask if they all have the same properties. Students should conclude that they share some properties, but are each a little different when it comes to texture.
4. Introduce the concepts of absorption and hygroscopic materials, such as salt. Have students observe how salt reacts when water is added to it. Point out that some salt dissolves completely in a few drops of water, while other salts need more water to dissolve.
5. Point out that it is difficult to see the salt once it is dissolved in water, but if we added pigment to the water we might be able to see a reaction. Model adding a salt to a piece of paper with some watercolor brushed on. Ask students to observe what happens, and how the pigment dries.

Step 1



Step 2



Step 3



Step 4



Step 5



Painted on
dry paper

Painted on
wet paper

Activity

1. Tape watercolor paper onto two separate pieces of cardboard using masking tape along all four sides. This will keep the paper from curling up when it gets wet. Each student will need two prepared watercolor papers. One will be painted on dry, while the other will be painted on after adding a layer of clean water.
2. Draw a landscape or seascape onto both of the prepared watercolor papers using the Aquacolor crayons.
3. On DRY paper:
 - a. Paint over the Aquacolor crayon sketch with watercolors.
 - b. Sprinkle different kinds of salt over the watercolor while it is still wet. For example, in a seascape, the sand might use a more coarse sand, while the water may use sand with a different property. Encourage students to consider the different artistic looks the varieties of salt can add to their artwork.
4. On WET paper:
 - a. Apply a wash of clean water to the entire sheet of paper over the Aquacolor sketch.
 - b. Paint over the land or seascape with watercolors.
 - c. Sprinkle different kinds of salt over the watercolor while it is still wet.
5. Once dry, gently brush the salt off the watercolor paper. Have students observe the different artistic outcomes from the two different artistic techniques (painting on dry paper vs. painting over wet paper). Also have students observe how the different properties of the various salts produced different looks in their artwork. Students should notice the drier the paper, the less effect the salt will have. Salt on very wet wash or pigment will result in a lot of movement.

Assessment

Assess students on their ability to describe how various forms of salt have different physical properties such as texture, size, absorbency, etc. Students should also be able to explain how the various properties of the salt affected the look and feel of their artwork.